DOCUMENT RESUME

ED 471 220 EC 309 325

AUTHOR	Linehan, Patrice; Markowitz, Joy
TITLE	Whole Class Strategies for Reading Instruction and Students with Disabilities: A Policy Forum Meeting Proceedings (Shirlington, VA, February 27-28, 2002).
INSTITUTION	National Association of State Directors of Special Education, Alexandria, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2002-02-00
NOTE	22p.; Cover title varies. Prepared by Project FORUM.
CONTRACT	H326F000001
AVAILABLE FROM	National Association of State Directors of Special Education, Project FORUM, 1800 Diagonal Rd., Ste. 320, Alexandria, VA 22314. Tel: 703-519-3800; Fax: 703-519-3808. For full text: http://www.nasdse.org/forum.htm.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Policy; Elementary Secondary Education; Government Role; *Large Group Instruction; *Reading Instruction; Reading Strategies; Research Needs; State Standards; *Teaching Methods

ABSTRACT

This document presents the proceedings of a February 2002 policy forum on whole class reading strategies for students with disabilities. The forum was convened in conjunction with the last of three satellite teleconferences on reading instruction. The forum focused on identifying challenges of using whole class strategies with students with disabilities as well as what facilitates use of these strategies. The proceedings first provide information on the background and purpose of the meeting, the forum preparation, the forum process, and a summary of the discussion immediately following the teleconference broadcast. Identified challenges to the use of whole class reading strategies with this population are grouped into those related to instruction, to personnel, to general education support and communication, and to student/family/caregiver background. Identified facilitators for strategy use are grouped into those concerned with instruction and assessment, personnel, general education support and communication, family and community, and other. Seventeen recommendations are offered for either the national/federal level, state or local levels, or research needs. Appended are a participant list and the forum agenda. (DB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 220

Policy Forum

Whole Class Strategies for Reading Instruction and Students with Disabilities

Convened
February 27 & 28, 2002

Proceedings Document

Prepared by:

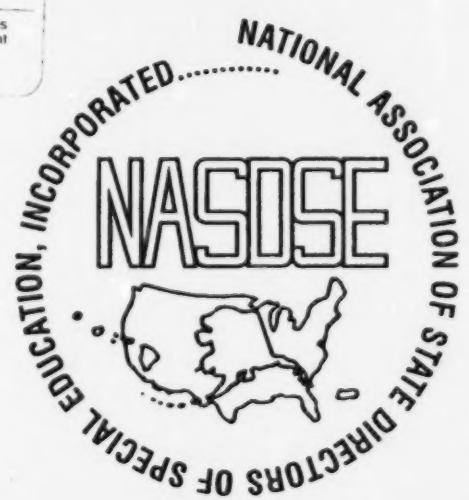
Patrice Linehan and Joy Markowitz
Project FORUM at NASDSE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



EC 309325

BEST COPY AVAILABLE

Project FORUM at National Association of State Directors of Special Education (NASDSE) is a cooperative agreement funded by the Office of Special Education Programs of the U.S. Department of Education. The project carries out a variety of activities that provide information needed for program improvement, and promotes the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues, and convenes small work groups to gather expert input, obtain feedback and develop conceptual frameworks related to critical topics in special education.

This report was supported by the U.S. Department of Education (Cooperative Agreement No. H326F000001). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

Note: There are no copyright restrictions on this document; however, please credit the source and support of federal funds when copying all or part of this material.

IDEAs that Work

U.S. Office of Special Education Programs

Policy Forum

Whole Class Strategies for Reading Instruction and Students with Disabilities

Convened
February 27 & 28, 2002

Proceedings Document

Deliverable – Task #2-5A
Under Cooperative Agreement #H326F000001
September 19, 2002

Prepared for:

Office of Special Education Programs
U.S. Department of Education

Prepared by:

Patrice Linehan and Joy Markowitz
Project FORUM
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
703-519-3800
www.nasdse.org

Acknowledgments

Project FORUM extends its sincere appreciation to the policy forum participants who reviewed an earlier draft of this document. Their efforts have served to enrich the document's quality and accuracy.

Table of Contents

Background and Purpose of Meeting 1

Preparation for the Policy Forum 1

Process of the Policy Forum 2

Summary of Discussion Immediately Following the Broadcast 2

Whole Class Reading Strategies for Students with Disabilities 4

Challenges. 4

Facilitators 5

Recommendations 7

Concluding Comments and Next Steps 8

Appendix A: Participant List

Appendix B: Agenda

Whole Class Strategies for Reading Instruction and Students with Disabilities: A Policy Forum Meeting Proceedings

Background and Purpose of Meeting

Project FORUM at the National Association of State Directors of Special Education (NASDSE), through its cooperative agreement with the U.S. Department of Education's Office of Special Education Programs (OSEP), facilitates communication among a broad range of stakeholders on critical issues and obtains input on topics related to improved outcomes for children and youth with disabilities. One method Project FORUM uses to facilitate communication and obtain input is convening policy forums or meetings on designated topics agreed upon with OSEP.

The policy forum entitled *Whole Class Strategies for Reading Instruction and Students with Disabilities* was convened in conjunction with the third in a series of three Reading Rockets Satellite Teleconferences produced by WETA, a Washington, DC based public television station, in association with NASDSE. This teleconference focused on whole class strategies for reading instruction and featured three panelists: John T. Guthrie, Professor of Human Development at the University of Maryland; Phyllis C. Hunter, an independent consultant who served on President Bush's Educational Transition Team; and Peggy McCardle, Associate Chief of the Child Development and Behavior Branch at the National Institute of Child Health and Human Development at the National Institutes of Health. For information about WETA's Reading Rockets program and this Reading Rockets teleconference, go to the following Web addresses: www.readingrockets.org, www.readingrockets.org/teleconference3.php.

The goals of the policy forum were to:

- Identify the challenges of using whole class strategies for reading instruction with students with disabilities.
- Discuss what facilitates the use of these strategies with students with disabilities.
- Make recommendations to OSEP and other entities on how to support the inclusion of students with disabilities in reading initiatives at the federal, state and local levels.

Preparation for the Policy Forum

Project FORUM worked closely with OSEP to select participants whose knowledge of, and experience with, reading instruction would contribute to accomplishing the policy forum goals. In addition, effort was made to select persons with national, state and local perspectives. Invited participants included state- and district-level specialists in the area of reading, reading teachers, speech/language pathologists, representatives from organizations concerned about reading, researchers, and a Regional Resource Center representative. The participant list can be found in Appendix A. The agenda for the policy forum was developed in collaboration with OSEP to accomplish the goals of the meeting.

Process of the Policy Forum

The policy forum began with an introductory meeting at 10:00 a.m. on February 27, 2002 at the WETA headquarters in Shirlington, VA. Joy Markowitz, Director of Project FORUM, provided background information about Project FORUM and reviewed the goals of this policy forum. Nancy Reder, Deputy Executive Director of NASDSE, brought greetings from NASDSE, followed by participant introductions. Susan Petroff and Erica Robinson from WETA then gave an overview of the Reading Rockets initiative, reviewed satellite broadcast procedures and provided guidelines for participant-generated questions for the broadcast. After lunch, participants walked to the WETA production studio for the teleconference broadcast from 1:00 to 2:30 p.m. The three panelists and participants gathered with FORUM, OSEP and WETA staff after the broadcast to discuss issues raised during the broadcast and other topics related to the teaching of reading.

The policy forum continued on Thursday morning, February 28 at the Embassy Suites Hotel in Alexandria, VA. Following a review of the day's agenda, the participants worked together throughout the day to answer the following questions:

- What are the challenges of using whole class reading strategies with students with disabilities?
- How can educators and policymakers facilitate the use of such strategies?
- What can policymakers at the federal, state and local levels do to support effective reading instruction for students with disabilities and the inclusion of students with disabilities in national reading initiatives?

The policy forum adjourned at 4:00 on Thursday, February 28. The agenda can be found in Appendix B.

Summary of Discussion Immediately Following the Broadcast

The following statements reflect comments made or issues raised by one or more of the policy forum participants (see Appendix A) and should not be considered to be consensus statements.

- There are a variety of national initiatives designed to increase early exposure to books particularly directed at children who live in low-income situations and/or with non-English speaking family members. Examples discussed include: Early Reading First, Reading is Fundamental, Ready to Learn, Reach Out and Read (ROR), as well as efforts within Head Start and the Public Library Association. Some initiatives involve pediatricians; others focus on parents who have low literacy skills.[1]

[1] For more information on these initiatives, see: http://www.ed.gov/offices/OESE/earlyreading, http://www.rif.org/, http://pbskids.org/readytolearn/, http://www.reachoutandread.org/.

- There is the need to align reading approaches/programs (e.g., Concept-Oriented Reading Instruction [CORI]) with state standards, but no one is doing this yet.

- It may be necessary to complement whole class reading instruction with focused, small group phonemic awareness and phonics instruction for particular students.

- Speech/language pathologists play an important role in the literacy arena. Their role ranges from supporting language development and building emergent literacy skills beginning in infancy to the identification, assessment and treatment of infants, toddlers, young children and adolescents in the areas of speech, language, reading and writing. These professionals may also provide other support services, such as consultation to teachers, families and others to increase understanding of normal development and disorders of language and literacy and the language-literacy relationship. They may also complete diagnostic assessments and plan intervention activities for individuals or small groups in collaboration with teachers and families.

- Providing on-going high quality professional development and support for teachers is a challenge. Teachers cannot teach by reading from a script; skill acquisition is necessary. Peer coaching and paid summer workshops are examples of effective formats for professional development. The importance of professional development for administrators was also discussed.

- Comparing state assessments and standards to the National Assessment of Education Progress (NAEP) has not been done, but there are efforts underway to examine assessments and standards among states, including work done by the National Center for the Improvement of Educational Assessment (NCIEA), *Quality Counts*, and *Uncommon Measures*.[2]

- In places where full inclusion of students with disabilities has become the norm, the concept of access to the general education curriculum has taken on new significance with the testing requirements in the reauthorized Elementary and Secondary School Act (ESEA), referred to as the *No Child Left Behind Act of 2001* (NCLB). NCLB was signed into law on January 8, 2002.[3]

- With more attention on accountability measures and increased assessment in grades three through eight, curricula are being viewed in a different way. There are questions about how assessment data will drive decisions related to instructional approaches and curricula. There is also concern about designing meaningful measurement that is not prohibitively expensive and does not lower curriculum standards and consequently student achievement.

---

[2] http://www.nciea.org/, http://www.edweek.org/sreports/qc02/, http://www.nap.edu/html/uncommon/uncommon.pdf

[3] Under NCLB, tests are aligned with academic standards. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.

BEST COPY AVAILABLE

Challenges of Whole Class Reading Strategies for Students with Disabilities

Participants met in small groups to discuss the challenges of using whole class reading strategies for students with disabilities. When all participants reconvened, a representative from each small group reported on the challenges that were discussed in the small groups. The reported challenges were categorized and are summarized below.

Instructional

- Development of criterion-based reading assessments that drive instruction, are user-friendly (e.g., short, fast) and use benchmarks;
- Collection of quality data for informing instruction and improving progress for all student groups;
- Implementation of differentiated instruction to meet the needs of all students within the whole class setting, including providing materials on a variety of levels, keeping all learners engaged, allowing time for planning and professional development, developing classroom management skills, fostering an understanding of inclusion and preparing service providers who are able to provide supplementary instruction aligned with whole class instruction;
- Preservation of a continuum of services in the rush for inclusion (e.g., some students still need one-on-one instruction and/or other supports);
- Lack of dedicated reading instruction beyond the elementary level, although middle and secondary students are being tested in reading; and
- Lack of flexibility in scheduling that causes students to miss out on content areas when receiving direct instruction in reading and to fall behind in those subjects (especially those requiring strong reading skills); and
- Lack of reading materials available on the students' reading levels for subjects such as science and social studies.

Personnel

- Recruitment and retention of quality personnel in education;
- Varied levels of teacher preparation and effectiveness;
- Updating of administrators on current research and practice; and
- Discomfort of teachers (due to lack of experience and skills) with students with disabilities (or those they perceive as having disabilities).

General Education Support and Communication

- Lack of support through the general education program for students struggling with reading, leading to inappropriate referral to special education;
- Lack of collaboration between general and special educators in the areas of professional development, planning time and modeling instructional strategies;
- Linkage of funding, accreditation and high-stakes testing that could interfere with reaching out to all the students who need reading instruction;

- Overwhelming conditions of teaching and providing related services (e.g., large class sizes/caseloads, lack of sufficient time for planning, inadequate opportunity for collaboration between teachers and related service providers, multiple responsibilities and lack of resource supports);
- Lack of communication among divisions (e.g., early childhood, special education, reading initiatives) and at various levels (e.g., local, state, federal); and
- Lack of common understanding on what to do with students who have challenges in reading due to different roles, definitions and philosophies between general and special education.

Student/Family/Caregiver Background

- Wide range of parent and caregiver background knowledge, language and literacy skills;
- Lack of family and caregiver access to basic materials (e.g., age-appropriate and culturally-rich books, and books and resources in the child's native language), as well as to technology-based information on reading strategies; and
- Limited availability of training for parents and caregivers in language and literacy development, as well as in the area of using technology to enhance literacy skills.

Facilitators of Whole Class Strategies for Students with Disabilities

Considering the challenges identified during the previous small group discussions, participants discussed in one large group what facilitates the use of whole class strategies for reading instruction for students with disabilities. These facilitators were categorized and are summarized below.

Instruction and Assessment

- Using peer-assisted and research-validated strategies to promote language, academic and social skills;
- Linking reading, writing, spelling and oral language activities to promote literacy;
- Using flexible and fluid grouping and explicit instruction linked to ongoing assessment to address variations in skill level and rate of learning;
- Attending to all aspects of reading, such as:
    - normal language development milestones;
    - phonemic awareness, phonics, letter knowledge and concepts of print;
    - fluent, automatic reading of text;
    - vocabulary;
    - text comprehension;
    - written expression;
    - spelling and handwriting;
    - screening and continuous assessment to inform instruction; and
    - motivating children to read and expanding their literacy horizons;
- Using criterion-referenced assessment with benchmarks that is conducted by the teacher, quick and ongoing, linked to instruction, and includes more frequent progress monitoring for students with difficulties.

Personnel

- Providing collaborative and integrated preservice preparation for general educators and related service providers, including:
  - courses in the teaching of reading that include a focus on emerging literacy and reading for adolescents (as a state requirement for all teacher licensing);
  - practicum experience specific to the population the professional will serve (e.g., with a mentor teacher); and
  - guidance on choosing research-based strategies that most effectively meet student needs;
- Offering on-going inservice preparation that includes modeling of promising practices;
- Monitoring for implementation by an appointed person (e.g., principal, assistant principal, instructional leader) using a checklist of teacher behaviors with clear criteria, roles and expectations; and
- Providing effective technical assistance for personnel on assistive technology related to reading.

General Education Support and Communication

- Managing classrooms with positive behavior support (e.g., high student praise ratio);
- Ensuring reasonable class size;
- Linking funding and planning around Title I, general education and IDEA; and
- Making available multi-disciplinary collaboration and diagnostic assessment for teachers.

Family and Community

- Facilitating on-going communication with and from parents about student's progress and home activities to support progress;
- Ensuring that libraries and resource rooms are replenished and updated with adequate materials to support the teaching of reading at all levels, as well as materials to support the adopted curriculum (e.g., teacher's guide, workbooks, supplementary materials); and
- Disseminating information about reading (e.g., emergent language, phonemic awareness and text comprehension) to parents and the general public using booklets, clinics, video, public service announcements and community centers.

Other Facilitators

- Ensuring adequate capacity for state-level guidance and ongoing technical assistance; and
- Collecting high quality progress data and disaggregating the data (e.g., by race/ethnicity and income level) to inform instruction and prepare for high-stakes testing.

Recommendations

Participants were asked to make specific recommendations that would facilitate the inclusion of students with disabilities in reading initiatives at the federal, state and local levels. After a short period of independent reflection, policy forum participants generated the recommendations below during a full group discussion. There was no attempt to prioritize or reach consensus on these recommendations.

National/Federal Level

- Establish minimum competency personnel standards related to the teaching of reading for all teachers and related services providers supported by federal programs that reflect the National Reading Panel's (NRP) work on reading instruction;[4]
- Fund Parent Training and Information Centers (PTIs) to provide information to parents about reading from infancy to adolescence;
- Explore the establishment of a clearinghouse to evaluate and approve programs and products prior to dissemination in order to authenticate intervention strategies and materials (include a screening component and seal of approval);
- Establish more research/practitioner partnerships with the goal of disseminating research findings to the field;
- Create a national commission to study ways to make the teaching profession more attractive, including teacher training at the university level (e.g., increasing salaries, funding opportunities, forgiveness of loans, and professional development); and
- Expand the role of the National Institute for Literacy to include development of guidelines for adopting or evaluating reading materials (e.g., NRP list).

State and Local Levels

- Align PreK-12 and post secondary curriculum, instruction, assessment and professional development with NRP's five components of reading instruction[5] in order to consolidate and maximize resources to implement and sustain a single comprehensive reading initiative;
- Examine state laws, policies and regulations to determine if, and where, there are prohibitions against coordinating funds for reading instruction;
- Include cultural competency as it relates to reading instruction in preservice and inservice preparation curricula;
- Foster access to literacy awareness for parents through community outreach strategies (e.g., child care centers, churches, libraries, pediatricians and utility bill inserts);
- Create multimedia and language-rich print materials that allow ALL children to interact with the written word (e.g., videos, book corners, books on tapes, markers and pens);
- Use "expert" or "master" teachers to model effective, research-based strategies for reading instruction; and

[4] See http://www.nichd.nih.gov/publications/nrp/smallbook.htm

[5] NRP's five components of reading instruction are phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

- Emphasize literacy and math skills in kindergarten through grade two and de-emphasize knowledge in specific content areas.

Research

- Investigate various strategies and/or structures that facilitate reading achievement, such as year-round academic programming (e.g., nine week sessions and enrichment courses/remediation between sessions);
- Continue research on how reading instruction benefits students with significant reading disabilities;
- Conduct research on the "unintended consequences" of high-stakes testing; and
- Explore the relationship between language and reading disabilities in young children, and ways that educators, parents and caregivers can support early literacy.

Concluding Comments and Next Steps

This document is intended to inform policymakers about the challenges of using whole class reading strategies for students with disabilities, and what facilitates the use of such strategies. It offers short and long-term recommendations for consideration at the federal/national, state and local levels, as well as recommendations for future research. This proceedings document has been disseminated to all state directors of special education, OSEP staff, many projects funded by the OSEP and other organizations dedicated to improving educational outcomes for all children. The document is also available for downloading from the NASDSE website at http://www.nasdse.org/forum.htm.

Appendix A

Participant List

Appendix A
Participant List

Mary Abbott
Assistant Research Professor
University of Kansas
Juniper Gardens Children's Project
650 Minnesota Avenue – 2nd Floor
Kansas City, KS 66101
PH: 913-321-3143
Fax: 913-371-8522
Email: mabbott@ukans.edu

Caroline Coston
Senior Technical Assistance Specialist
Great Lakes Area Regional Resource Center
700 Ackerman Road
Suite 440
Columbus, OH 43202
PH: 614-447-0844 ex 103
Fax: 614-447-9043
Email: coston-robinson.1@osu.edu

Felicia Cumings
Reading Consultant
Kentucky Department of Education
500 Mero Street
18th Floor – Room 1805
Frankfort, KY 40601
PH: 502-564-2106
Fax: 502-564-9848
Email: fcumings@kde.state.ky.us

Judy B. Engelhard
Professor
Radford University
Special Education Department
P.O. Box 7006
Radford, VA 24142
PH: 540-831-5196
Fax: 540-831-5124
Email: jengelha@radford.edu

Barbara Friedlander
Special Educator
914 Rockborn Street
Gaithersburg, MD 20878
PH: (H) 301-926-3738
(W) 301-460-2170
Fax: 301-460-2477
Email: teacher@themedchest.com

Ann Fulk
LD Program Specialist
Office of Special Education
Fairfax County Public Schools
Belle Willard Administrative Center
10310 Layton Hall Drive
Fairfax, VA 22030
PH: 703-246-7779
Fax: 703-691-0677
Email: Ann.Fulk@fcps.edu

Debra Jervay-Pendergrass
Speech-Language Pathologist/Linguist
Adjunct Professor, Howard University
11602 Caplinger Court
Silver Spring, MD 20904
PH: 301-622-9653/301-622-9650
Fax: 301-622-9650 (not dedicated)
Email: firststories@us.net

Laura Kaloi
Director, Public Policy
National Center for Learning Disabilities
418 C Street NE
Washington, DC 20002
PH: 202-546-2663
Fax: 202-546-0057
Email: laurakaloi@sprintmail.com

Zoee' Larose-Barker
Reading Connections Specialist
Alabams State Improvement Grant
Special Education Services
Alabama State Department of Education
8533 Westhampton Court
Montgomery, Al 36117
PH: 334-242-8114
Fax: 334-242-9192
Email: zbarker@alsde.edu

Peggy McCardle
Associate Chief
Child Development and Behavior Branch
National Institute of Child Health and
Human Development
National Institutes of Health
6100 Executive Boulevard
Suite 4B05
Rockville, MD 20852-7510
PH: 301-435-6863
Fax: 301-480-0230
Email: PM43Q@NIH.GOV

Luzanne Pierce
Senior Program Associate
E-CTAC at NASDSE
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
PH: 703-519-3800 ex 317
Fax: 703-519-3808
Email: luzanne@nasdse.org

Nancy Reder
Deputy Executive Director
NASDSE
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
PH: 703-519-3800 ex 334
Fax: 703-519-3808
Email: nreder@nasdse.org

Cathy Schulbaum
Ed. Specialist
Rhode Island Department of Education
Office of Special Needs
17 Fessenden Road
Barrington, RI 02806
PH: (W) 401-222-4600 ex 2316
(H) 401-245-6484
Fax: 401-222-6030
Email: ride0006@ride.ri.net

Nancy Tidwell
Founder
National Association for the Education of
African American Children with
Learning Disabilities
P.O. Box 09521
Columbus, OH 43209
PH: 614-237-6021
Fax: 614-238-0929
Email: ntidwell@aacld.org
Web: www.aacld.org

U.S. Department of Education
Washington, DC 20202

Lou Danielson
Director
Research to Practice/OSERS
Room: 3532/MES Building
PH: (202) 205-9864
Email: louis.danielson@ed.gov

Jane Hauser
Program Specialist
Research to Practice/OSERS
Room: 4617B/MES Building
PH: (202) 205-8126
Email: jane.hauser@ed.gov

Kelly Henderson
Education Program Specialist
Research to Practice/OSERS
Room: 4626/MES Building
PH: (202) 205-8598
Email: kelly.henderson@ed.gov

Ingrid Oxaal
Associate Division Director
Research to Practice/OSERS
Room: 4615/MES Building
PH: (202) 205-2152
Email: ingrid.oxaal@ed.gov

Diane Badgley
Program Specialist
Elementary/Middle School Team
Room: 4627/MES Building
PH: 202-260-1958
Email: diane.badgley@ed.gov

Project FORUM at NASDSE
1800 Diagonal Road, Ste. 320
Alexandria, VA 22314
PH: 703-519-3800
Fax: 703-519-3808

Eileen Ahearn
Senior Policy Analyst
PH: x317
Email: eileen@nasdse.org

Patrice Linehan
Policy Analyst
PH: x337
Email: plinehan@nasdse.org

Joy Markowitz
Project Director
PH: x335
Email: joy@nasdse.org

Donna Reynolds
Project Assistant
PH: x333
Email: dreynolds@nasdse.org

Jennifer Tschantz
Policy Analyst
PH: x319
Email: jennifer@nasdse.org

Appendix B

Agenda

Appendix B
Agenda

Wednesday, February 27, 2002 (at WETA)

10:00	Transportation to WETA headquarters from Embassy Suites Hotel (Meet in hotel lobby)
10:30-11:30	Welcome & purpose of the meeting (Room 625) *Joy Markowitz, Director, Project FORUM at NASDSE*
	Greetings from NASDSE *Nancy Reder, Deputy Executive Director*
	Participant introductions
	Overview of satellite conference procedures and guidelines for generation of questions *Susan Petroff, Partner Relations Director, WETA Reading Rockets*
11:30-12:15	Brunch
12:15-1:00	Walk to production studio
1:00-2:30	Satellite broadcast
2:30-3:00	Break (with refreshments)
3:00-4:30	Reading instruction and students with disabilities - The view from OSEP *Lou Danielson, Director, Research to Practice Division, OSEP*
	Debriefing with satellite conference panelists and WETA staff
4:30	Adjourn for day and transportation to Embassy Suites Hotel

Thursday, February 28, 2002 (at Embassy Suites Hotel)

Breakfast for hotel guests served in the lobby beginning at 6:30 a.m.
Beverages will be available in the meeting room at 8:30 a.m.

9:00-9:30	Opening, introduction of newcomers, and review of day's agenda *Joy Markowitz*
9:30-10:00	Review of materials and articles brought by participants
10:00-10:45	What are the challenges of using whole class reading strategies with students with disabilities? *Small group discussions*
10:45-11:15	Break and hotel check out
11:15-11:45	Reporting out from small group discussions
11:45-1:00	Lunch and break (lunch provided)
1:00-1:45	How can educators and policy makers facilitate the use of such strategies? *Small group discussions*
1:45-2:15	Reporting out from second small group discussions
2:15-3:00	What can OSEP do to support effective reading instruction for students with disabilities and the inclusion of students with disabilities in national reading initiatives? *Small group discussions*
3:00-3:15	Break
3:15-3:45	Reporting out from third small group discussions
3:45-4:00	Next steps
4:00	Adjourn

This document, along with many other FORUM publications, can be downloaded from the Project FORUM at NASDSE web address:

http://www.nasdse.org/forum.htm

To order a hard copy of this document or any other FORUM publications, please contact Carla Burgman at 703-519-3800 ext. 312 or carla@nasdse.org

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").